

# A Study of Self-Regulated Learning of High School Students

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## Abstract

The main purpose of this study is to investigate the effect of self-regulated learning on students' academic achievement. It then investigated whether there would be direct relation between students' demographic factors and their self-regulation in learning or not. This study was conducted in seven basic education high schools in Yangon Region. A sample of 339 high school students participated in this study. Data were collected using the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich *et al.* The MSLQ was modified into Myanmar version and it composed of meta-cognition, intrinsic goal-orientation, extrinsic goal-orientation and the environment management items. Data analysis included multiple regression, ANOVA, Post-Hoc test, and t test. Multiple regression results showed that intrinsic goal-orientation significantly predicted academic achievement when all four variables were included. Concerning the demographic factors, high school students' self-regulated learning was significantly related to mothers' occupation and their academic ambitions. The students who had maternal care could meet their safety needs and so they could utilize their potential in learning. The study also showed that students' self-regulated learning and skill acquisition depend on the type of goals they set. The multiple comparisons among different schools showed that schools with students being poor in academic achievement were lower in meta-cognition and intrinsic goal-orientation than other schools with students being high in academic achievement. Moreover, independent sample t test results revealed that female students were higher in extrinsic goal-orientation than male students.

**Key words:** self-regulated learning, meta-cognition, intrinsic goal-orientation, extrinsic goal-orientation, environment management

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